

# ***ISTEP+*** Spring 2009

Indiana Statewide Testing for Educational Progress Plus

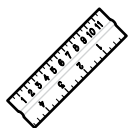
Mathematics • English/Language Arts • Social Studies  
**Grade 5**



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

Web Version

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.



If you see this symbol, use your protractor to solve the problem.

**Acknowledgments:** CTB is indebted to the following for permission to use material in this book.

Abridgment of "The Playoffs" by Linda Chiara from *Boys' Life* Magazine's April 2000 issue, copyright © 2000 by Linda Chiara. Used by permission of Linda Chiara and *Boys' Life*, published by the Boy Scouts of America.

Excerpt from *I, Columbus* translated by Robert H. Fuson, edited by Peter and Connie Roop, copyright © 1990 by Peter and Connie Roop. Reprinted by permission of Walker and Company. All rights reserved.

All brand and product names found in this publication are the trademarks or registered trademarks of their respective companies and are not associated with the publisher of this publication.



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2009 by State of Indiana Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Indiana Department of Education.

**NOTE:** A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- **show all the steps needed to solve the problem**
- **make your handwriting clear and easy to read**
- **write the answer on the answer line**

**As you complete each problem, remember to**

- ☒ **READ** the problem carefully
- ☒ **PLAN** how to solve the problem
- ☒ **SOLVE** the problem showing all steps
- ☒ **CHECK** your work

# Session 1: Mathematics

---

**NOTE:** For Spring 2009, Grade 5, Question 1 did not contribute to the calculation of a student's score. Therefore, this item is not included here.

Go On



2

Chris wants to cover a bathroom floor that is 7 feet long and 5 feet wide. The tiles Chris is using are 1-foot squares and come in boxes of 12 tiles for \$34.80.

How much will it cost for Chris to tile the bathroom floor?

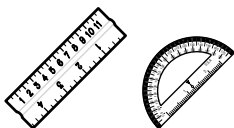
$$\begin{aligned}\text{Area of rectangle} &= lw \\ &= \text{length} \times \text{width}\end{aligned}$$

**Show All Work**

**Answer** \$ \_\_\_\_\_



3



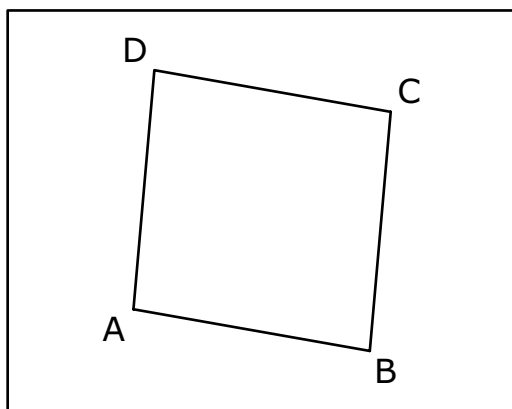
Use your ruler and protractor to solve this problem.

Bob and Tom followed the directions below to draw a figure.

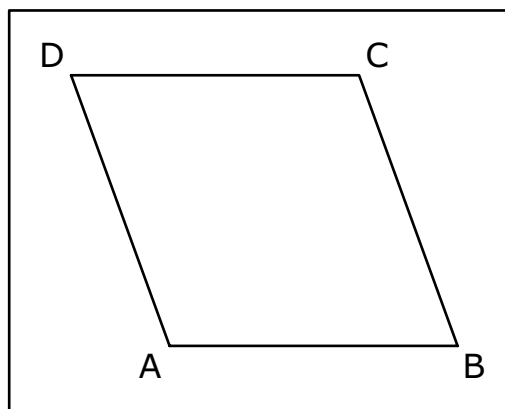
- Draw line segment AB that is  $1\frac{1}{2}$  inches long.
- From point B, draw line segment BC that is  $1\frac{1}{2}$  inches long and forms a  $70^\circ$  angle with line segment AB.
- From point C, draw line segment CD that is  $1\frac{1}{2}$  inches long and forms a  $110^\circ$  angle with line segment BC.
- From point D, draw line segment DA that is  $1\frac{1}{2}$  inches long and forms a  $70^\circ$  angle with line segment CD.

The figures Bob and Tom drew are shown below.

**Bob's Drawing**



**Tom's Drawing**



Go On



## Session 1

Use words, numbers, or symbols to explain who drew the figure INCORRECTLY. Be sure to use both angle and line measurements from the directions in your explanation.

---

---

---

---



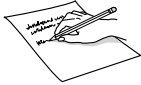
**ATTENTION!** Please do not leave your punchouts in this book.



STOP! — STOP! — STOP! — STOP! — STOP! —

DO NOT WRITE HERE

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.



# Session 1: English/Language Arts

## 1

## A Day with Someone Special

Read the writing prompt below and complete the writing activity.

Suppose you can spend a day with someone you admire. With whom would you choose to spend this day and why?

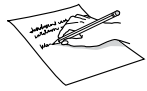
Write an original story about spending a day with someone you admire. Your original story should have a main character. That character could be you or the person with whom you choose to spend the day. In your original story, describe the person you admire, why you are spending the day with this person, what you would do with this person, and where you and this person would go. Be sure to include details that make your original story interesting.

Be sure to include

- a main character
- a description of the person you admire
- what happens during your day together
- where you and the person you admire would go
- details that make your original story interesting
- a beginning, a middle, and an end to your original story

Go On





Use the Prewriting/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 15, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

## Prewriting/Planning

**NOTE:** Only your writing on the lined pages in this book will be scored.

Go On



## Prewriting/Planning

**NOTE:** Only your writing on the lined pages in this book will be scored.



DO NOT WRITE HERE

[illegible]

## Session 1

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE →

DO NOT WRITE HERE ↓

**DO NOT WRITE HERE** 

**DO NOT WRITE HERE** 



DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

Lined area for writing.



DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑

DO NOT WRITE HERE →

DO NOT WRITE HERE →

DO NOT WRITE HERE →

DO NOT WRITE HERE →

[illegible]

**STOP! STOP! STOP! STOP! STOP!**

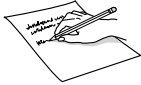
## English/Language Arts

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.



DO NOT WRITE HERE

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



DO NOT WRITE HERE

Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

DO NOT WRITE HERE



# Session 2: English/Language Arts

---

For Session 2, you will read a story called “The Playoffs” and complete Numbers 1 through 3. You may look back at the story as often as you like.



Brainy Dave can't hit  
or field well. So something  
has got to change in . . .

# The Playoffs



by Linda Chiara

"Stri-i-i-ke three!" the umpire shouted.

Dave wiped the sweat off his brow, turned and trudged back to the dugout, leaving a thin line in the dirt as he dragged the bat behind him.

Coach Richards ruffled Dave's silky hair. "Good try," he said. "You just need more batting practice."

*I hate it when he's nice like that,* thought Dave. *He just doesn't want to hurt my feelings. If Coach thought I could hit, he'd yell at me like he does the others: "Dave! Are you asleep? You swing the bat like my GRANDMOTHER!"*

That's what hurt most. If Coach had any confidence in him, he'd yell instead of being nice.

Dave's teammates understood how embarrassed he felt. At one time or another, they'd all been humiliated at the plate.

All except Alex.

Alex waited until Dave flopped down on the bench, stabbing the dirt with the toes of his cleats.

"Man, you reek," Alex said under his breath. "That was your third strikeout. Are you single-handedly trying to keep us out of the championships?"

Dave looked down. He didn't want to see the smirk on Alex's face.

Go On



"I batted three times too, but at least I didn't blow it! I got on base each time."

As if Dave hadn't noticed. He saw Alex hit a single and two doubles. Whenever Alex walked to the plate, Dave cheered because Coach insisted on good team spirit. But in his mind, he'd chant, "*Strike out . . . strike out*," like a mantra,<sup>1</sup> feeling guilty with every thought.

The cries of his teammates jolted Dave back to reality. "We won! We won! We're going to the championships!" they said, then chanted, "The Hawks are the best! Better than the rest!"

They hugged and high-fived each other until Coach gathered them for a pep talk.

Afterward, Coach squeezed Dave's shoulder as he walked him out of hearing range.

"You're a good player, Dave. You swing late, that's all. Practice swinging faster. Watch Alex's stance and how he swings. He rarely strikes out."

*Great*, thought Dave. *Mr. Perfect is now my role model*. He looked up and saw Alex standing a few feet away, a weird little grin on his face. Dave's stomach tightened and his face grew hot, knowing Alex had listened in on the conversation. Coach didn't notice Alex standing there. That very second Dave wished the earth would swallow him whole. Then he'd never have to look at Alex's perfect teeth or his perfect batting stance or his perfect anything anymore.

Dave knelt down and forced his glove into his backpack. Two books fell out. Alex picked them up. Looking them over, he crowed, "Ohh, looky here. Baseball books. Let's see, Jackie Robinson's biography and . . . what's this? *The Rules of Baseball*?"

"Give 'em to me, Alex," Dave said through clenched teeth, reaching for the books. Alex laughed and yanked them away.

"You carry around a *rule book* with you? No wonder you can't hit! You're too busy reading to practice."

Dave's face burned. He knew the guys would think he was a nerd, but he loved reading about baseball almost as much as he loved playing it.

---

<sup>1</sup>**mantra:** chant repeated over and over again



That night at bedtime, Dave picked up a book from his nightstand. His favorite player suggested swinging the bat 100 times a day to become a better hitter. Dave hopped out of bed, picked up his bat and started swinging.

"I'll do this every day," he vowed, rubbing his shoulder. "I'll show Alex."

For the rest of the week, Dave swung his bat constantly.

At practice Coach Richards said, "Good job, Dave. You're swinging faster and your stance is more like Alex's." Still Dave didn't get a hit.

The big day finally arrived. Dave's stomach felt like a butterfly boxing match. The game was close, right up to the last inning. The other team was ahead 4-3. Dave could barely breathe. He figured the batting order in his head, hoping he wouldn't be the last to bat. If there were two outs when it was his turn, he was sure he'd blow it.

*Please*, he pleaded silently, *don't let me bat last*.

There were two outs when Joey Rodriguez stepped up to the plate. Joey slammed a solid line drive that put him on first.

It was Alex's turn.

Dave clenched his fists. *I don't want to be the one who loses the championship*, he thought. *If Alex strikes out, the pressure will be off me*.

Alex swung and missed. Dave's emotions flip-flopped. His stomach felt like he was on a Tilt-a-Whirl.

*Plunk*. The sound of the bat hitting the ball was music to Dave's ears, yet the nauseousness continued. Alex ran to second as Joey scooted to third.

Dave adjusted his batting helmet. Coach leaned down and whispered, "You only need to get to first base to tie the score."

Dave walked to the plate, cradled the bat, and rubbed some dirt between his hands. He spotted Alex on second base, looking disgusted. Dave grimaced, wiped his hands on his pants, tapped the side of his right shoe with the bat, and got into his stance.

*Zoom*. The ball went by so fast he didn't have time to react.

"Strike one!" barked the ump.

Go On



Dave twisted the bat in his hands. *Zoom.* He swung and missed as the second pitch flew by.

"Strike two!"

"Ah, man . . . come on!" Alex shouted from second.

*Focus,* Dave thought. *Just get to base.*

Joey, on third, led off the bag, ready to run on anything. Alex stepped off the base too, but his face showed no confidence, only defeat.

The third pitch left the pitcher's hand. It came hard and fast. Dave swung and missed.

In the second between the ump yelling "strike three" and Alex moaning "nooooo," Dave saw the catcher drop the ball.

*This was it!* Dave realized.

He dropped the bat and ran like a man afire for first base.

Joey, who was already halfway home, kept on running. As Alex shook his head dejectedly and took a step toward the dugout, confusion erupted.

"Run, Alex, run!" shouted Coach Richards. Alex didn't understand but did what he was told. The catcher scooped up the ball just as Joey slid home. Instinctively, the catcher threw to first but overshot the base. Coach Richards jumped up and down like a wild man, waving Alex home.

Alex rounded third and flew home. They'd won! Coach ran into the infield and grabbed Dave by both shoulders, shaking him back and forth like a rag doll.

"How did you know to run on a third strike if the catcher dropped the ball?" Coach roared.

"I guess I read it somewhere," Dave said sheepishly, grinning. His heart felt like it was racing a thousand beats a minute.

Since that day, Dave has heard Alex's version of the championship game a million times. Alex still brags about being the winning run.

Deep down, though, Dave knows that it takes a lot more than a winning run to be a champion.



1

How is the way Coach treats Dave DIFFERENT from the way Coach treats the other players? Support your answer with details from the story.

---

---

---

---

---

---

---

2

Describe how both Alex and Dave are valuable to the team. Support your answer with details from the story.

---

---

---

---

---

---

---

Go On



3

Describe Dave's MAIN problem in the story. How does he solve it? Support your answer with details from the story.

---

---

---

---

---

---

---

STOP! STOP! STOP! STOP! STOP!



# Session 1: Social Studies

## 1 Read this information.

Students at Eagle School noticed that many children were throwing cans and bottles into the garbage at school. The students wanted to recycle the cans and bottles. They asked the principal if they could have recycling bins put on the school grounds. The principal agreed, and recycling bins were bought and placed around the school.

Students at Eagle School found a way to help their school and the environment at the same time. Describe TWO other ways that students can help their school while also helping the environment.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**NOTE:** For Spring 2009, Grade 5, Question 2 did not contribute to the calculation of a student's score. Therefore, this item is not included here.

Go On





3

Read this letter that might have been written by a colonist living in Plymouth colony in the 1600s.

Dear Brother,

May 1621

Life here is not easy, but we are doing well and building a successful settlement. Here in Plymouth colony I can practice my religion without fear. It is good to be among people who believe the same thing I do and hold the same morals. We have worked hard to make a good life.

We had a long and difficult winter, but the weather has improved. The Indians in the area have been kind to us. They have helped us learn how to survive.

I encourage you to make the journey to come and be with us.

Your sister,  
Abigail

Using information from the letter and what you have learned, describe TWO different reasons Europeans moved to the American colonies.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_



STOP! ——— STOP! ——— STOP! ——— STOP! ——— STOP! ———

# **Applied Skills Assessment**

Mathematics • English/Language Arts • Social Studies

## **Grade 5**



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS